

MERRYWOOD ELEMENTARY

100 Merrywood Road
Greenwood, South Carolina 29649

GRADES PK-5 Elementary School

ENROLLMENT 504 Students

PRINCIPAL Patricia D. Vahjen 864-941-5700

SUPERINTENDENT William P. Steed, Ed.D. 864-941-5400

BOARD CHAIR Dru James 864-223-1878

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	53	32	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

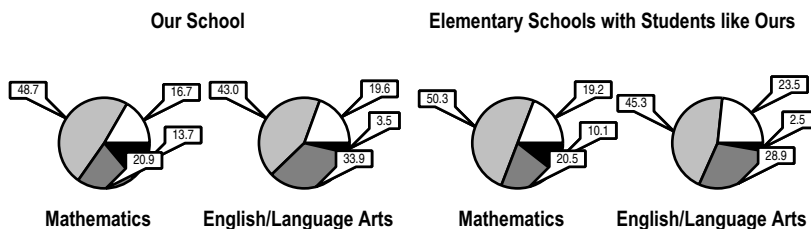
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	41	59	37
Percent satisfied with learning environment	97.4%	89.7%	80.6%
Percent satisfied with social and physical environment	94.9%	81.0%	77.1%
Percent satisfied with home-school relations	90.0%	84.5%	86.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	261	98.5	19.6	43.0	33.9	3.5	37.4	17.6
Gender								
Male	127	98.4	25.7	42.5	30.1	1.8	31.9	17.6
Female	134	98.5	13.7	43.6	37.6	5.1	42.7	17.6
Racial/Ethnic Group								
White	128	100.0	11.7	33.3	49.2	5.8	55.0	17.6
African-American	117	99.1	30.4	52.9	15.7	1.0	16.7	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	14	78.6	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	203	98.5	14.4	39.2	42.0	4.4	46.4	17.6
Disabled	58	98.3	38.8	57.1	4.1	N/A	4.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	261	98.5	19.6	43.0	33.9	3.5	37.4	17.6
English Proficiency								
Limited English proficient	9	77.8	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	252	99.2	16.9	42.7	36.6	3.8	40.4	17.6
Socio-Economic Status								
Subsidized meals	146	97.3	28.3	52.5	17.5	1.7	19.2	17.6
Full-pay meals	115	100.0	10.0	32.7	51.8	5.5	57.3	17.6

Mathematics								
All students	261	100.0	16.7	48.7	20.9	13.7	34.6	15.5
Gender								
Male	127	100.0	20.9	42.6	22.6	13.9	36.5	15.5
Female	134	100.0	12.6	54.6	19.3	13.4	32.8	15.5
Racial/Ethnic Group								
White	128	100.0	7.5	35.8	33.3	23.3	56.7	15.5
African-American	117	100.0	28.2	63.1	5.8	2.9	8.7	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	14	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	203	100.0	10.3	50.0	22.8	16.8	39.7	15.5
Disabled	58	100.0	40.0	44.0	14.0	2.0	16.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	261	100.0	16.3	48.9	21.0	13.7	34.8	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	252	100.0	13.0	49.3	22.8	14.9	37.7	15.5
Socio-Economic Status								
Subsidized meals	146	100.0	24.2	60.5	10.5	4.8	15.3	15.5
Full-pay meals	115	100.0	8.2	35.5	32.7	23.6	56.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	75	N/A	16.9	33.8	49.3	N/A	49.3
	Grade 4	59	N/A	16.1	46.4	35.7	1.8	37.5
	Grade 5	92	N/A	14.5	60.5	25.0	N/A	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	10.7	45.2	39.3	4.8	44.0
	Grade 4	84	96.4	24.3	41.9	31.1	2.7	33.8
	Grade 5	84	100.0	25.0	41.7	30.6	2.8	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	75	N/A	14.1	59.2	18.3	8.5	26.8
	Grade 4	59	N/A	25.0	37.5	12.5	25.0	37.5
	Grade 5	92	N/A	22.4	48.7	9.2	19.7	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	14.1	51.8	20.0	14.1	34.1
	Grade 4	84	100.0	16.9	53.2	16.9	13.0	29.9
	Grade 5	84	100.0	19.4	40.3	26.4	13.9	40.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 504)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.4%	Down from 5.8%	3.0%	2.4%
Attendance rate	96.0%	Down from 96.7%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	23.6%	Up from 20.6%	15.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.6%	Down from 13.3%	8.7%	8.0%
Older than usual for grade	3.6%	Down from 4.1%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	42.5%	Up from 41.5%	45.2%	50.0%
Continuing contract teachers	95.0%	Up from 85.4%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.0%	Down from 85.5%	88.0%	86.2%
Teacher attendance rate	93.9%	Up from 92.6%	95.2%	95.3%
Average teacher salary	\$39,322	Down 2.3%	\$39,615	\$39,909
Prof. development days/teacher	9.2 days	Down from 9.3 days	10.9 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio	18.6 to 1	Up from 17.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.1%	Up from 88.7%	89.8%	89.7%
Dollars spent per pupil*	\$6,714	Down 0.6%	\$5,668	\$5,892
Percent spent on teacher salaries*	66.3%	Down from 67.1%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.9%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Merrywood Elementary School had a successful and challenging 2002-20003 school year. The staff continued to work on improving instruction through the introduction of new programs and through staff development. New teachers as well as the child development teacher, kindergarten teachers, and first grade teachers completed their training in "Thinking Maps." This means that every classroom teacher has completed training in "Thinking Maps." During designated weeks in January, February, and March the graphic organizers that comprise "Thinking Maps" were taught at every grade level, they were highlighted during our morning television program on WMER, and they were featured in displays of student work in the halls of the school. We will build on this foundation and continue to use "Thinking Maps" each year to provide our students with the opportunity to develop their skills in thinking, reasoning, and organization.

Our teachers remain committed to providing a strong reading program for our students. The Open Court reading program was expanded to third grade. We are now using this program in kindergarten through the third grade. Over \$15,000 of lottery money was used to purchase additional reading materials for classrooms. Our PTO demonstrated their support of our reading program by purchasing a new circulation desk and new bookcases for the media center. Our PTO also encouraged our students to read through their financial support of rewards for our Accelerated Reader Program. The HOSTS program, our After School Program, and our use of computer-assisted instruction also encouraged our students to read and provided assistance to students on their individual reading level. In order to strengthen our instruction in reading, teachers read and met monthly to discuss the book, *What Really Matters to Struggling Readers*, by Richard Allington. This book study provided the teachers with the opportunity to compare Merrywood's reading program and resources with what the research reports as the components of an effective reading program for children.

Each and every day we renew our commitment to the mission statement of Merrywood Elementary School, which is to educate all students for tomorrow's world by providing challenging learning experiences, encouraging responsible citizenship, and nurturing the development and potential of each student.

Patricia D. Vahjen, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.